



## Burton-Pack Elementary

111 Gardner Drive  
Columbia, SC 29204

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	421 Students	
<b>Principal</b>	Dr. Denise Collier	803-691-5550
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	Below Average	Average
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	53	51	31

\* Ratings are calculated with data available by 06/01/2010.

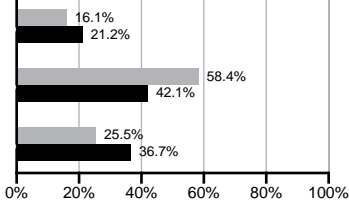
Palmetto Assessment of State Standards (PASS)

Exemplary

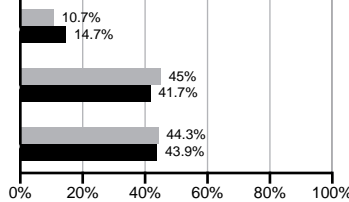
Met

Not Met

English/Language Arts



Mathematics

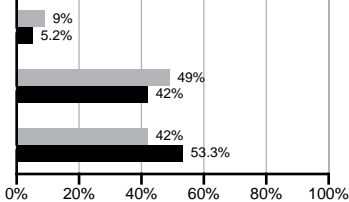


Exemplary

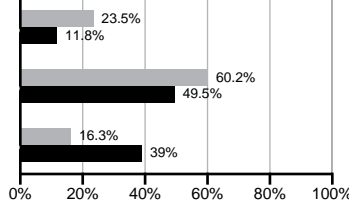
Met

Not Met

Science



Social Studies

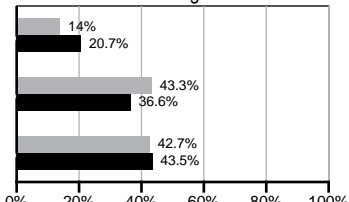


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=421)</b>				
First graders who attended full-day kindergarten	97.0%	Up from 80.8%	100.0%	100.0%
Retention rate	4.6%	Down from 5.4%	2.5%	1.9%
Attendance rate	96.3%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	0.5%	Down from 1.6%	2.8%	10.0%
With disabilities other than speech	4.2%	Down from 4.4%	7.4%	7.7%
Older than usual for grade	1.3%	Down from 2.2%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	56.8%	Up from 47.7%	57.0%	59.4%
Continuing contract teachers	54.5%	Up from 45.5%	70.9%	80.0%
Teachers with emergency or provisional certificates	2.6%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	79.1%	Up from 77.6%	81.4%	85.9%
Teacher attendance rate	96.0%	Up from 92.8%	95.2%	95.1%
Average teacher salary*	\$45,381	Up 2.4%	\$45,718	\$47,149
Professional development days/teacher	9.5 days	Up from 7.6 days	10.8 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 15.7 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 86.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,486	Up 8.0%	\$8,730	\$7,458
Percent of expenditures for instruction**	82.2%	Up from 81.7%	68.4%	68.8%
Percent of expenditures for teacher salaries**	77.0%	Up from 75.0%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

**Report of Principal and School Improvement Council**

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration; respect for individual and cultural differences; an atmosphere in which students can develop self-worth; and parent/community involvement and support.

To accomplish this goal, the continuous achievement of the Burton-Pack students is the focus of all staff members. There is ongoing assessment of mastery of the state standards through PASS-like quizzes, district benchmarks, and weekly standards-based evaluations. There is also extensive team-teaching with literacy coaches, data analysis, and professional learning communities' meetings. Special celebrations and recognitions occur as our students demonstrate proficiency.

Burton-Pack Elementary School has made significant progress over the past few years. There is continual emphasis on standards-based instruction and academic rigor. There is also substantial support that is provided each day.

Initiatives of Burton-Pack included the After-School Tutorial Program; daily small-group instruction; Accelerated Reader; SuccessMaker; and the three-week Saturday and Writing Academy programs. The Comprehensive Remediation Program served approximately 100 students in grades 3-5 on an ongoing basis. The program provided tutoring in math, reading, science, and social studies in a structured and supervised environment. The Saturday Academy and Writing Academy provided intensive instruction to 80 students in grades 3-5 who were identified as having the potential to score Exceeds on PASS 2009. The focus for the Saturday interventions was writing, reading, and mathematics.

Small-group instruction occurred with teachers providing remediation to students each day. A successful initiative was the Math Instructional Focus. On each half-day Wednesday morning, all staff engaged in team teaching. Rigorous and challenging math activities were done with all students. A school-wide writing prompt was also done on half-days.

In addition to the academic improvements, there have been positive outcomes with the following: student attendance increased to 95.9%, the percentage of teachers returning from previous year increased to 77.6%, and we continued to have an excellent rating for character education programs.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students meet or exceed the state standards in 2009. We are finishing strong at Burton-Pack Elementary!

Ms. Jimmy Smith, SIC Chairperson  
Dr. Denise Collier, Principal

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	44	59	32
Percent satisfied with learning environment	81.8%	88.1%	81.3%
Percent satisfied with social and physical environment	86.0%	91.5%	83.3%
Percent satisfied with school-home relations	43.2%	93.2%	83.9%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
---------------------------	-----------

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	179	100	25.5	58.4	16.1	87.2	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	86	100	30.4	53.6	15.9	84.1	74.4	79.3	N/A	N/A
Female	93	100	21.3	62.5	16.3	90	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	175	100	25.3	58.9	15.8	87	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/AV	N/AV	N/AV	76.9	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	174	100	25.3	58.9	15.8	87.7	74.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	179	100	44.3	45	10.7	71.1	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	86	100	43.5	46.4	10.1	69.6	67.8	77	N/A	N/A
Female	93	100	45	43.8	11.3	72.5	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	175	100	43.8	45.2	11	71.2	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/AV	N/AV	N/AV	46.2	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	174	100	45.2	43.8	11	70.5	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	120	100	42	49	9	58	58.1	67.5
<b>Gender</b>								
Male	62	100	49	43.1	7.8	51	57	67
Female	58	100	34.7	55.1	10.2	65.3	59.1	68
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	116	100	41.2	49.5	9.3	58.8	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	116	100	41.8	50	8.2	58.2	49.1	55.1

**Social Studies**

All Students	118	100	16.3	60.2	23.5	83.7	65.2	72.3
<b>Gender</b>								
Male	50	100	23.1	61.5	15.4	76.9	63.1	71.5
Female	68	100	11.9	59.3	28.8	88.1	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	87.9	80.7
African American	117	100	16.3	60.2	23.5	83.7	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	14	100	I/S	I/S	I/S	I/S	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	115	100	16.7	59.4	24	83.3	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	178	100	42.7	43.3	14	57.3	63.9	70.2	96.3	95.9
Gender										
Male	85	100	60.9	30.4	8.7	39.1	55.8	63.2	95.9	95.7
Female	93	100	27.2	54.3	18.5	72.8	71.9	77.5	96.7	96.2
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	86.2	79.1	94.6	96
African American	174	100	42.9	42.9	14.3	57.1	58	57.6	96.3	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.8	62.6	97.7	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	21.4	22.3	26.1	95.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	170	100	42.9	42.9	14.3	57.1	56.7	58.9	96.3	95.7

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	59	100	41.7	39.6	18.8	58.3
	4	59	100	28.6	61.2	10.2	71.4
	5	61	100	7.7	73.1	19.2	92.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	59	100	70.8	22.9	6.3	29.2
	4	59	100	34.7	53.1	12.2	65.3
	5	61	100	28.8	57.7	13.5	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	58.3	25	16.7	41.7
	4	59	100	38.8	55.1	6.1	61.2
	5	31	100	33.3	59.3	7.4	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	16.7	58.3	25	83.3
	4	59	100	10.2	67.3	22.4	89.8
	5	30	100	28	48	24	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	60	100	59.2	24.5	16.3	40.8
	4	58	100	36.7	53.1	10.2	63.3
	5	60	100	32.7	51.9	15.4	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample